# JOURNAL of the
## CANADIAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION AND RECREATION

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**Vol. 27** **February - March, 1961** **No. 3**

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**1959 - 60**

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## Editorial

# PUBLIC RECOGNITION

One of the great banes of our profession through the years has been the apathy of the general public toward physical activity. We have struggled as a minority group to try to create an awareness on the part of the man on the street for the benefits of exercise and physical recreation. We have suffered frustration and rebuff and have, at times, been almost at the point of throwing in the sponge. But today we are beginning to see some positive results. The rays of light are seeping through the dark clouds.

A change in attitude toward physical education and recreation seems to be rather general in Canadian society. It seems that an awareness of the value of physical activity as a positive health measure is permeating the thinking of our populace.

More and more today we see people participating in physical activity. In the main this increased participation is of a recreational nature. At the adult level golf has become "everyman's game" and the growth of curling is truly amazing. This year in Toronto, 384 teams participated in the Canada Life Bonspiel—a fourfold increase over 1956. These examples would seem to indicate that there is an increased desire for physical recreation. And these games are not the only indication. We are amazed at the number of people who request information about exercise plans such as the 5BX. It is seldom that we enter a social group that the subject of exercise does not become a "conversation piece."

As far as the school situation is concerned, we have never had to worry about the interest of children in physical activity. The great change here has been a new inquisitiveness on the part of the parents. The adults want to know what Physical Education is all about. The subject has become an annual topic for home-and-school meetings and the leaders in our field are in demand as speakers and panel members at these functions.

It seems that the general public is becoming aware of our profession—that our struggle is beginning to pay off—that our efforts to influence people is having results. Major forces in our society have now accepted us and are helping us carry the ball, and these forces are having considerable influence on public consciousness.

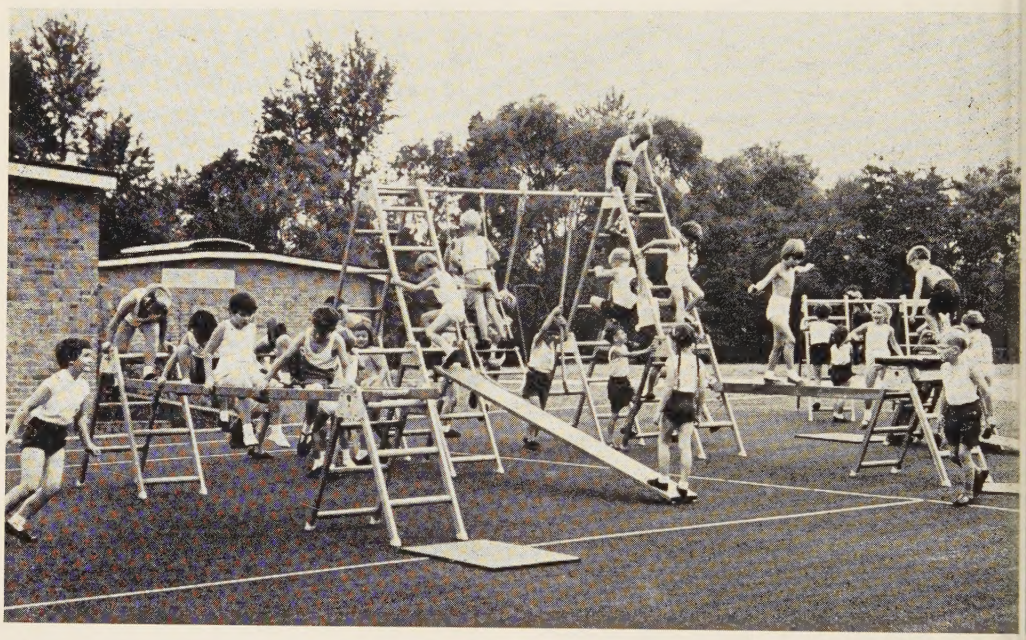
At least one Provincial Government has appointed a special committee to study physical fitness. And this committee has not confined its investigation to any one area, but has considered the problem as it applies to all people in all age groups in that province. The recognition by the medical profession of the health values which can accrue from our programmes has lent considerable weight to our claims. Research in our own and allied fields has proved the worth of physical activity as a deterrent to the major killer diseases which concern people today. The conclusions reached by Dr. Hans Selye, together with the vigorous programme of exercise he has set for himself has tended to solidify public confidence in the product we are selling.

All these factors, together with a slow growth in professional attitude among our own people has brought us to the threshold of true professional maturity. But we have only reached the doorstep—the front door to be sure—but as yet only the doorstep of real social acceptance. We are knocking on the door and the Canadian citizenry is just about ready to welcome us.

But we are not yet inside. We must continue to prove our worth and sell our gospel. More than ever before we must display true professionalism. We must be prepared to speak out for health, physical education and recreation and to interpret our role in terms of the sociological growth of the nation. We must continue to study and to search so that we can devise the best possible means of servicing the public. And most important, we must display, through ourselves and our programmes that we can help society to formulate value concepts which are above and beyond its present materialistic philosophy.

**John R. Life,**
**Editor**

# A new range of gymnastic apparatus for children



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# PHYSICAL EDUCATION AND RECREATION IN SOVIET RUSSIA

By FRANK S. MINNERLY
Associate Secretary, Ohio-West Virginia Area Council, Columbus, Ohio
(*Reprinted from the Y.M.C.A. Journal of Physical Education*)

### Objectives

Prior to 1959, Physical Education in the USSR was directed by both governmental and cultural (voluntary) organizations. The entire scope of physical education is, however, now co-ordinated by the Central Council of the USSR Union of Sports Societies. The objectives of the Union of Sports Societies, as noted by the delegation in meeting with Deputy Chairman Peslyak, are:

—To raise the fitness standard of all people;
—Beneficial use of leisure time;
—Mass involvement of all persons in an activity of their individual choice.

Comrade Dobrov, Deputy Chairman of the Ukraine Republic Committee of Youth Organizations, stated, "We criticize some of our sports leaders for putting such great emphasis on the development of champions." Contrary to this statement, it was noted that considerable emphasis *is* placed upon the gifted athlete and great attention is given to his development.

Health, physical education and recreation is an integral part of the life of the Soviet youth. The nature of the government allows for complete support toward the fulfillment of the Central Council's objectives. A basic purpose of physical education is to maintain a population that is "fit for labor and defense."

It is now estimated that 25,000,000 youth are actually involved in organized sports societies, while a goal of 50,000,000 participants has been set for 1965. The average work day is now seven hours and the goal is to reduce this to six hours, thus allowing individuals more time for recreation and cultural pursuits.

### Organization

*Central Council of USSR Union of Sports Societies*

The Central Council is composed of 123 delegates from the fifteen Republic Unions of Sports Societies. A twenty-member Board is elected from the Council which carries on the work of the Council between sessions. The chairman of the Central Board is elected for a four-year term.

The Council staff consists of three deputies who serve as assistants to the chairman, the chairman of Sports Union of Trade Societies, and the chairman of Komsomol.

The Central Council determines the emphases and direction of the total physical education program for the USSR. It establishes rules and policies which are in turn passed down to the Sports Societies of all Republics.

An extensive publishing house is operated by the Council which produces pamphlets, books and other materials to aid both athletes and coaches. (It is interesting to note that the Central Council office is a subscriber to the *Journal of Physical Education.* Deputy-Director Pesylak has made visits to the USA with the USSR wrestling team

**About the Author:**

*Frank Minnerly was one of four YMCA secretaries who formed the American delegation on the East-West exchange with the U.S.S.R. late last spring. The four spent thirty days together travelling over a wide area including Moscow, Leningrad, Kiev, Tbilisi and Tashkent from May 15 until June 14. They visited with youth leaders and youth groups, saw what was going on in camps and schools and were taken to industrial plants and Collective Farms. They also attended Russia's ballet, youth concerts, museums, stores and some private homes. Reports of their experiences appeared in the Forum (Vol. 41, No. 5) including an article by Frank Minnerly, but this report differs from the earlier releases inasmuch as it is related strictly to the Soviets' system of physical education and recreation.*

and is acquainted with Clarence Johnson of Detroit, a member of the National YMCA Physical Education Committee.)

*Central Council of Republic Union of Sports Societies*

Each of the fifteen Republics has a Central Sports Society Union which co-ordinates the program of physical education for the organizations in its Republic. On the Republic level, physical education is co-ordinated closely with the office of the Ministry of People's Education; in all instances, the Minister or his deputy is a member of the Republic Central Council of Sports Societies. However, the curriculum and emphasis on physical education in school is co-ordinated by the Republic Central Council, according to the general plan developed by the USSR Central Council.

Physical education is compulsory for all students in the USSR from primary grades through higher educational institutions. A requirement for graduation from the University of Moscow is satisfactory completion of a swimming ability test. The requirement is waived only in the case of disability as judged by a physician.

### Sports Societies and Sports Schools

The organization of sports and physical education is maintained through a huge and complex system of Sports Societies. The Society is made up of a minimum of twenty-four sections, each representing the athletes of a specific sport (i.e., volleyball, basketball, wrestling, etc.). Societies are supported by both the Trade Union and the Ministry of People's Education. The volunteer Sports Societies seem to reflect a higher degree of athletic skill among their members than those related to Trade Unions.

Youth who exhibit great ability in a sport are sent to a *Sport School,* where they receive specialized instruction by a trained staff. Sport School students attend a minimum of two one-hour sessions weekly during and after school hours. During school vacations, they attend five hours a day, five days a week.

It is considered a definite honour to be selected to attend a Sports School and the YMCA delegation had the opportunity to observe the program at a children's Gymnastic School sponsored by the Ministry of People's Education in Tbilisi.

The activity observed at the Gymnastic School was one of the highlights of the entire stay in the USSR. Eight hundred and fifty youths, over twelve years of age, are enrolled in the school. It was started in 1934 and now employs a staff of twenty-five full-time and six volunteer coaches. One of the men on the saff is an Honored Coach and three are Honored Masters of Sports.

The students, both boys and girls, were neatly dressed in gymnastic uniforms and slippers. Small group instruction was under way on the horse, stationary rings, horizontal bar, parallel bars, balance beam, and the free exercise mats. There was total participation as the squads marched smartly from one station to another. All students undergo extensive training in the Olympic gymnastic program. Some of them have had five years of training.

Each summer, these students are taken to a summer camp for two months of intensive training at no cost to the individual. The program is financed through the Trade Unions and Ministry of People's Education.

It was noted that a further refinement for the training of youth with high athletic potential is carried on in Sports Boarding Schools. At such schools, the students complete their tenth and eleventh years of secondary education and are trained extensively in their sport specialty. This is an experimental program recently adopted by the Ministry of People's Education which may have a great effect on the caliber of USSR representative teams in the future.

All equipment including what would be called personal equipment in the United States, is provided for each athlete. It is very difficult to describe adequately the vast participation in physical education and the emphasis which the USSR places on it and the complex network which makes such complete involvement possible.

*Professional Leadership*

Leadership for physical education is highly trained, and the profession is held in great respect. There are sixteen *Institutes for Physical Training* in the USSR which specialize in the development of physical education personnel. Over 8,000 graduates yearly are still not enough to staff the expanding physical education program of the nation. There are also over fifty *Pedagogical Institutes* which prepare teachers

(*Continued on page* 33)

# THE NORTH YORK GRADE FIVE WATER SAFETY PROGRAMME

By D. B. CASWELL, B.A., B.P.E.
Co-ordinator of Physical and Health Education
and
R. R. WATERS, B.A., B.Ed.
Supervisor of Physical and Health Education

"I'm a Tadpole!"

"Gee, I'm a Minnow, but Billy is a Shark!"

Fish talking? Well perhaps, but more likely two grade five pupils from a North York public school discussing their achievements during their water safety programme.

In order to make this programme possible for more than four thousand grade five pupils in the seventy-six public schools, eight swimming pools are used for some part of a day during the week. Some pools are available for one half day, while others are available for as much as two full days. These are located at the R.C.A.F. Avenue Rd. Station, the R.C.A.F. Downsview Station, the Municipal Pool, Don Mills C.I., York Mills C.I., Bathurst Heights C.I., Downsview C.I., and Northview Heights C.I. The time in the collegiate pools is made available through the co-operation of the collegiate principal. When the physical education time-table for the year is planned the principal blocks spare periods in half days so the school pool may be used for the Grade Five Programme.

The pools in our high schools are financed by the North York Municipal Council and are maintained and operated by the School Board. They are available for the Physical Education Programme during the day. In the evenings, on Saturdays, and during holidays, the Parks and Recreation Department operates a full programme and handles all permits and is responsible for the pool supervision during this time.

However, we were not always as fortunate in having such excellent facilities available. In the Spring of 1956 the Board felt that it would be advisable to conduct a Water Safety Programme for public school children. The only available pool in the township was a small outdoor pool situated in the western extremity of the Township. The owner was quite willing for the Board to use it but we would have had to conduct our programme during the time for public swimming! This was like offering a child an all-day sucker with the wrapper glued to the candy! The North York Branch of the Y.M.C.A. and the North York Parks and Recreation Department were interested in beginning a swim programme at this time and through the co-operative efforts of these agencies, the Royal Canadian Air Force and the Board, the pool at the R.C.A.F. Station on Avenue Road was made available and an experimental Water Safety Programme was begun involving Grade Five pupils from a few of the public schools.

The main reason for selecting pupils from grade five was the depth of the shallow end of the pool, 3′6″, and the sharp drop off of the pool bottom. Experience has shown that it is not advisable to attempt to teach non-swimmers in water which comes beyond the chest level. A survey made of the children's swimming abilities and heights at various grade levels showed that the greater majority were non-swimmers and that grade five children were best suited height-wise to be accommodated in this pool. It was also felt that most children at the grade five level are given more responsibility to be on their own at the cottage etc., and would derive greater benefits from such a programme than would the younger children who are more closely supervised by parents, older brothers and sisters. Since these pupils had to be transported by bus, some for a considerable distance, it was felt that the grade five pupils would adjust better to this routine than the younger children.

The results of the experimental programme were so encouraging that the programme was expanded to include all the grade five pupils in the Township. This

*Bobbing "Tadpoles".*

expansion was made possible because of the availability of more swimming pools which had been built in the new high schools and the municipal pool.

It is not the intention of this programme to replace existing programmes, but rather to encourage an awareness of water safety and to supplement the work being carried on by other agencies. The objectives as defined during the establishment of the programme have not changed. They are defined as follows:

"The main purpose of this programme is to help the pupils to become water safety conscious and therefore reduce the number of water accidents.

Emphasis will be placed on:

(1) Personal water safety skills for non-swimmers and swimmers.
(2) Avoidance of dangerous situations in, on, or near water.
(3) Enjoyment of experiences in, on or near the water with safety and confidence."*

*Report to Board of Education 1956.

To achieve these goals preliminary organization is necessary before a class enters the pool for instruction. This consists of:

(1) Approval by the Board of Education for the necessary expenditures.
(2) Acquisition of pool time at the various locations.
(3) Employment of required personnel.
(4) Drawing up of time-table and bus-schedule in co-operation with the Superintendent of Special Services.
(5) Parental approval for pupil participation.
(6) Notification of programme details to the principals and teachers concerned.
(7) Meeting of instructors prior to the commencement of activities.

An evaluation of the programme is carried on during each session by instructors and class teachers.

The present programme consists of a series of eight lessons, each of thirty minutes. The children are separated according to their ability as swimmers or non-

*"Sharks" of the swimmers class practising a standing dive.*

swimmers. During the first lesson the class is divided into two groups, each under the leadership of a qualified instructor. Those who can swim fifty feet confidently receive instruction in the deep end while the others are taught in the shallow area. As pupils show improvement in their skills they are promoted for further instruction.

During the eight lessons, tests are given and at the end of the session achievement cards are provided. These achievement cards provide the opportunity for the children to work toward an immediate goal and at the same time inform the parents of their child's swimming ability. It is not the intent that these achievement cards be comparable to awards issued by other agencies.

Following are the tests administered and the cards received:

### PARTICIPANT CARD

**ALWAYS REMEMBER TO:-**

1. SWIM WITH A BUDDY.
2. SWIM IN A SUPERVISED AREA.
3. WAIT TWO HOURS AFTER EATING BEFORE GOING SWIMMING.
4. PLAY SAFELY IN THE WATER.
5. REMAIN SEATED IN A CANOE OR BOAT.
6. HANG ON TO AN UPSET BOAT OR CANOE.

### TADPOLE AND MINNOW CARD

**TADPOLE CLASS**

1. WALK ACROSS POOL — FACE IN WATER.
2. BOB UP 10 TIMES — BLOW BUBBLES.
3. PRONE FLOAT.
4. PRONE FLOAT AND GLIDE.
5. JELLYFISH FLOAT.

**MINNOW CLASS**

6. PICK UP OBJECT FROM BOTTOM — EYES OPEN.
7. FLOAT OR SWIM ON BACK 10 FEET.
8. FLOAT ON BACK — TURN OVER — STAND UP.
9. SWIM 20 FEET ANY STROKE.
10. TREAD WATER 30 SECONDS.

### SHARK CARD

**SHARK CLASS**

1. JUMP IN — TREAD WATER 90 SECONDS.
2. USE OF REACHING AIDS.
3. SWIM 30 FEET — TURN AND RETURN 30 FEET.
4. DIVE ENTRY WITH GLIDE.
5. CORRECT PERFORMANCE OF ELEMENTARY BACK STROKE.

The programme, now in its sixth year has involved the following number of pupils:

(*Continued on next page*)

*"Minnows" at work.*

# Cigarette Smoking and Cardiovascular Disease

(from the October 1960 issue of J.O.H.P.E.R.)

*The following report was prepared by a special committee of the American Heart Association and approved by its Board of Directors on June 4, 1960.*

In 1956 the American Heart Association issued a statement on smoking and cardiovascular diseases. Among other things, this statement indicated that the available evidence at that time was not sufficient to justify conclusions concerning a cause and effect relationship between cigarette smoking and increased death rates from coronary heart disease. Since then sufficient additional knowledge has accumulated to warrant a new report on cigarette smoking and its possible relationship to cardiovascular diseases.

Up to the present, a number of medical studies have been made, nearly all demonstrating a statistical association between heavy cigarette smoking and mortality (death) or morbidity (illness) from coronary heart disease. In these studies, death rates from coronary heart disease (heart attacks) in middle-aged men were found to be from 50 to 150 percent higher among heavy cigarette smokers than among those who do not smoke. This statistical association does not prove that heavy cigarette smoking causes coronary heart disease, but the data strongly suggest that heavy cigarette smoking may contribute to or accelerate the development of coronary heart disease or its complications.

Because coronary heart disease is the leading cause of death and a major cause of disability in the American population, the American Heart Association believes that these studies concerning cigarette smoking and coronary heart disease should be called to the attention of the medical profession, allied health professions, health educators, and the general public. The Association recognizes the need for more knowledge and will continue to encourage systematic biological and medical research in order to determine whether a causal relationship exists between cigarette smoking and coronary heart disease and also to determine the effects of smoking in relation to strokes and other important aspects of cardio-vascular disease.

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## NORTH YORK WATER SAFETY PROGRAMME

(*Continued from page* 9)

| | |
|---|---|
| Spring programme 1956 | 715 |
| School year 1956-57 | 1341 |
| School year 1957-58 | 5708* |
| School year 1958-59 | 3559 |
| School year 1959-60 | 3714 |
| School year 1960-61 | 4156 |

(scheduled for classes)

Team work is the key to the apparent success of this programme which is conducted by the North York Board of Education. The following co-operate in this programme:

1. Royal Canadian Air Force — two swimming pools.
2. North York Parks and Recreation Department — use of the Municipal Pool.
3. North York Branches of the Y.M.C.A. — achievement cards and clerical work assistance.
4. North York Branch of the Canadian Red Cross Society—pamphlets, posters, cards, films.

The Board of Education provides school pools, bus transportation, locker room attendants, qualified instructors, supervision and administration for this Water Safety Programme which is a very important phase of the Physical and Health Education Programme for the grade five pupils of North York Township.

*(Includes those grade six pupils who did not receive a programme during their grade five year).

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# TEACHERS OF HEALTH
# WHAT SAY YOU?

By STEWART A. DAVIDSON
Vice-President for Health, CAHPER

(*This is the first of a series of articles by Dr. Davidson in which he poses some very thought provoking questions for Health Educators.*)

As Vice-president for Health, I have been concerned by an apparent apathy towards this area by the members of our Association. I have even gone so far as to suggest that we delete "Health" from our Association's name.

This article is the first of three planned to present some of the criticisms of our health teaching as they have been expressed by authorities in various fields. I would hope that these criticisms might incite "letters to the editor" — in this case your Vice-president — which would be faithfully reproduced on the pages of this Journal. I am sure that comments pro and con would provide for much stimulating discussion.

The most pungent criticism of our present method of health teaching was expressed by Dr. G. J. Millar of the University of Saskatchewan, in a report on "Health Education in Alberta Schools" for the Royal Commission on Education for Alberta, 1958. Some of Dr. Millar's statements are quoted here verbatim for your reaction . . .

1. "I regret that my inspection of health courses in schools leads me to conclude that our provincial education systems are contributing to the confused state of ill-health consciousness of the nation."
2. "Education administrators and curriculum planning committees — lacking in knowledge and appreciation of the subject, turn out courses of study — these have become increasingly detailed, voluminous and repetitious — one book often contradicts itself or others."
3. "Students are interested in the technical information, but this is not *health*; it is anatomy, physiology, biochemistry, and bacteriology. Furthermore, they are not interested in hearing the same elementary physiology, etc. explained to them time and time again over a period of six or eight years."
4. "I recommend that the present course of Health — be deleted from the curriculum, almost entirely, until the Department of Education can devise a thorough revision of the point of emphasis and the subject matter."
5. "Sell, give away or otherwise dispose of all the health education textbooks now in the schools. Any (new) plan will be sabotaged from the beginning if any of these textbooks remain for reference . . . ."
6. "The relationship of health to physiology, biochemistry, anatomy and bacteriology is too complex to be handled well by anyone but the professional, and it is *not fair* to ask teachers to make this correlation."
7. "I have no sympathy for the thesis that 'a scientific knowledge of how the body works is necessary to form a basis for intelligent care'."

I trust these statements of Dr. Millar will elicit some response from those in our profession who are presently facing the problem of teaching health at the elementary or high school level. Just a short note addressed to me personally, or to the Journal, giving your reaction to these statements could stimulate discussion. I would also suggest that the Health Chairman of your Branch might plan a meeting during Health Week to encourage public discussion on some of the more controversial statements.

I wish to state, in concluding this article, that Dr. Millar makes some very specific recommendations for the teaching of health in his Royal Commission Report, and I shall report on them in a later article.

# ROPES AND LADDERS

By ROBERT B. WILBERG
Branton Junior High School, Calgary, Alberta

The need for increased shoulder, upper arm, and grip strength in our junior high school male students became apparent after administering the A.A.H.P.E.R. Youth Fitness Test for two successive years. The physical education staff at Branton Junior High School in Calgary became increasingly aware of an imbalance of strength favoring the lower body. Some of this imbalance could perhaps be assumed to arise from the excessive use of sports and games requiring leg action for the greater portion of the activity. To test this assumption, we attempted to develop a curriculum that would include activities designed specifically to increase shoulder, upper arm, and grip strength. We felt that if the above assumption was true, the test results from the revised program would be obvious.

Activities which are fairly stimulating and productive in terms of increased arm strength are hard to come by. They either lack an interesting focal point such as competitive games offer, or else they focus the individual's thoughts on the strenuousness of the activity itself. In each case, the desire to work even though the goal is important can quickly fade. Evidently what is needed is a shoulder, upper arm, and grip activity that is both interesting to the student, and productive in increasing strength.

After considerable thought, the Branton staff installed two pieces of apparatus; the single and multiple climbing ropes, and the horizontal ladder. Our reasons for acquiring and using the above pieces of apparatus were as follows:

(a) They both emphasize the use of the shoulder, upper arms, and hands.
(b) They are relatively inexpensive to purchase and maintain.
(c) They are easily installed and take up a minimum of floor space.
(d) Many varied and diverse activities can be performed on them, so that interest can be maintained.

The ropes and horizontal ladders are not generally found in the newer school gymnasiums at present; but, from the enthusiasm and progress of our students, we feel that they were a good, sound investment.

The following paragraphs describe the equipment and the fundamental activities we use as the basis of our program for developing shoulder, upper arm, and grip strength.

### The Ropes

The desire to raise and maintain a definite level of upper body strength throughout the school year requires that a number of activities be used. We have classified our rope activities into three main types. Each of these types may be used at any time in the school year, or combined to form a single program unit.

Activities of the first type are the climbs and their variations. There are a number of ways in which a rope can be climbed, however only three methods with which our students had good success will be described.

One of the simplest methods of climbing a rope is the 'single-leg-wrap'. The climber addresses the rope, places it between his legs, and around his kicking leg with the lower end of the rope lying over top of the instep (see picture 1). The other leg is crossed over top of the kicking leg so that the rope is trapped between the plantar surface of the upper foot and the top of the instep of the lower one (see picture 2). A hand grip is taken at about three-quarter arm reach. The legs are drawn up tightly under the climber and the rope is then trapped securely between both feet. The climber now straightens his legs, thus raising his body. A new, higher handgrip is taken and the pattern continued. The advantages of this climb lie in the fact that the legs do most of the work while the arms

*The "Single Leg Wrap" position one.*

serve, for the most part, as guides only. Although our aim was to develop arm strength, we considered it important that the students acquire a method of climbing that would act as a safety measure if their arms gave out in the more difficult methods of climbing. The above method of climbing is easy, gives confidence to those conscious of heights, and allows all students some immediate measure of success. The 'reverse-single-leg-wrap' is essentially the same as the 'single-leg-wrap.' The main difference in this climb is that the rope is placed between the legs from the back rather than from the front of the body.

The second and more difficult rope climb is the method used in competition. Here the arms are used exclusively as the means of holding on to the rope. Additional climbing power can be obtained from the legs if they are levered upwards just before the arm pull. This method of climbing should only be used after the instructor is confident that the pupil can do the 'single-leg-wrap.'

The third method of climbing is a novelty climb, requiring bare feet. The arm grasp is taken at approximately three-quarter arm reach. The rope is placed between the large and second toes. The subject climbs the rope by alternating each foot as he would when climbing a ladder. The most important thing to remember in this method is that each time a step is taken upwards with one foot, a step must be taken upwards with an arm. Here again the arms do most of the work.

Rope activities of the second type include static hangs, various stunts and balances, and swinging fundamentals. These activities are best accomplished with dual or multiple ropes set 2½ to 3 feet apart. This second classification fits easily into the gymnastic program, thereby serving as another piece of apparatus.

A great variety of static hangs and balances can be used to ensure equal development of all shoulder muscles. For example, the normal and inverted balances, iron crosses, angles and levers, can be

*The "Single Leg Wrap" position two.*

freely used to produce a well developed shoulder girdle.

A great many of the gymnastic stunts that are normally taught on the 'still rings' can be considered with success on the dual ropes. Inlocates, dislocates, kips, leg cuts, cutaways, and bird's nests, are some of the skills our junior high male students found to be stimulating, both mentally and physically.

The dual ropes were considered more advantageous than the 'rings' because the grip height suitable to each student was automatically assured on the ropes, without any of the strap adjustments required on the rings. Also, since the ropes touch the floor, most inverted balances and stunts can be executed with the body just above the floor level, thereby eliminating many of the hazards of those activities.

Rope activities of the third classification are lead-up skills that could not otherwise be taught in limited facilities. One of the most diverse uses of the single ropes is its place in teaching lead-up skills to the pole vault. Because the rope is attached at its upper end, unskilled beginner vaulters can be assisted in overcoming the fear of raising their feet and hips above their shoulders. The hand grasp on the rope and the pendulum swing of the legs are essentially the same as are used with the pole itself. Continuing, the one-half twist and arm thrust can also be executed without fear of dangerous falls.

The above three classifications of rope activities demonstrate that such activities can be used successfully to augment various phases of the physical education program. Although our prime objective was to develop shoulder, arm and grip strength, we are thoroughly pleased with the additional benefits that can be simultaneously derived.

### The Horizontal Ladder

The horizontal ladder was probably best known for its connection with stall bars. Many of the older gymnasiums still retain this partnership. The value of the horizontal ladder in our situation is its emphasis upon hanging. Activities performed on the single rope generally do not allow the great range of shoulder movement that is common in ladder activities. Consequently, on the ladder shoulder flexibility can be increased and maintained while shoulder girdle is being strengthened.

A few of the activities we found to be useful include hand walking on rungs and sides, double hand jumps from rung to rung, stunts that require bringing the feet up to the rungs and between the hands, and static types of hanging such as would be used in a corrective program.

### Conclusion

Male and female students at Branton have preferred the horizontal ladder to the ropes when given the choice. Reasons given generally stated that ladder activities were easier on the hands, and did not require the extensive upper arm strength that is needed for rope work.

The results of the September physical fitness testing program have shown that students participating in the revised program were superior in arm strength to those not subjected to that program. Although a great deal of revision and streamlining remains to be done, we feel that our revised physical education program is now producing a better balanced and more physically fit individual.


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# THE CASE FOR PHYSICAL EDUCATION

By ROBERT F. OSBORNE
Director, School of Physical Education and Recreation,
University of British Columbia

The indication that the Government of Canada is prepared to consider introducing legislation to assist amateur sport has been greeted very enthusiastically in most quarters. Oddly enough, the only criticism that this writer has heard has come from a few physical education teachers who have deprecated the failure of discussions or speeches on this topic to emphasize physical education or fitness. That this scepticism is not really warranted becomes evident if one reviews publications from other countries where the term sport is often used in a way which indicates a close relationship to and a genuine understanding of the objectives of physical education. Let us examine three current publications which illustrate the fact that the Government of Canada is on the right track in proposing methods of improving the quality and the quantity of participation in amateur sports.

**Sport and the Community**

One of the most interesting documents on this topic is the report published in England in September, 1960 by the Central Council of Physical Recreation. Entitled "Sport and the Community", the report was prepared by a distinguished committee under the chairmanship of Sir John Wolfenden. It recommends that the Government appoint a Sports Development Council, of six to ten persons, to be responsible to the Lord President of the Council or directly appointed by the Chancellor of the Exchequer. The amount of money recommended to be distributed in cash in any one year is £5,000,000 which incidentally is the amount mentioned for expenditure on sport in pre-election manifestos by both the Conservative and Labor parties. An additional sum of £5,000,000 is also recommended as an annual sum "to be sanctioned over and above existing permissions for capital expenditure by statutory bodies for the specific purposes of recreative physical activity."

Throughout the report there are many references which indicate the Committee's appreciation of the educational implications of games and the role which teachers, and physical education teachers in particular, can and do play. A few quotations will illustrate:

"School sport is the seed-bed from which most that is best in British sporting life has grown and we look to its long continuance."

"These four aspects (ability to select and describe clearly and simply the basic elements of an activity . . . ; adequate knowledge of the body and its functioning . . . ; knowledge of the techniques . . . ; an attitude of mind which sees sport as one aspect of human activity . . . ) are likely to come together when a coaching scheme is the result of co-operation between physical education specialists, outstanding practical exponents of the sport and those concerned with the general processes of education."

"In addition to the recruitment as coaches of active or retired players and specialist physical education teachers, special efforts should made to give opportunities for classroom teachers to secure awards in any activity in which they are interested, University education departments could give invaluable help to the schools by interesting graduates in training in specialist activity courses leading to coaching awards."

"We see a real opportunity here for the Sports Development Council to encourage and stimulate an increased and more widespread interest in medical and scientific matters related to sport."

(*Continued on page* 31)

# CAHPER CONVENTION

# 1961

The Board of Directors is pleased to present the following information regarding the 1961 CAHPER CONVENTION.

**LOCATION**—McMaster University, Hamilton, Ontario.

**DATES**—June 19-23, 1961.

**KEYNOTE ADDRESS — DR. JAY B. NASH**

The programme Committee is delighted to announce that Dr. Jay B. Nash will deliver the Keynote address and will be with us for the entire Conference. Dr. Nash's wealth of knowledge and experience in all phases of our profession, whether it be Health, Physical Education or Recreation, will set the tone for the 1961 Convention.

## COMMITTEES

**Convention Committee**

| | |
|---|---|
| Chairman: | Ivor Wynne |
| Vice-Chairman: | Les Prince |
| Secretary: | Mrs. Gordon O'Reilly |
| Finance and Treasurer: | Wm. Huycke |
| plus Chairmen of all sub-committees | |
| plus President: | G. A. Wright |
| plus Executive Secretary: | C. R. Blackstock |

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| Facilities: | Chairman: Al Smith |
| Publicity: | Chairman: Art Sweeney |
| Entertainment: | Chairman: Mike Furlong |
| Recording and Proceedings: | Chairman: Al Nicholls |
| Programme: | Chairman: Jack Passmore |

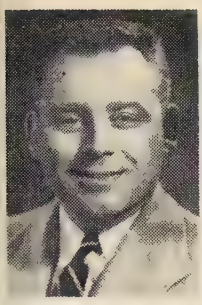
## REGISTRATION

**Registration Fees**

For members—$7.50. Includes all meetings, convention banquets, convention proceedings.
For members by the day—$2.00. Does NOT include banquets, proceedings.
For non-members by the day—$3.00. Does NOT include banquets, proceedings.

**Registration fees may be forwarded now to:**

*Mrs. G. O'Reilly, Secretary,*
*1961 CAHPER Convention,*
*Physical Education Department,*
*McMaster University,*
*Hamilton, Ontario.*



# CONVENTION CHAIRMAN'S MESSAGE

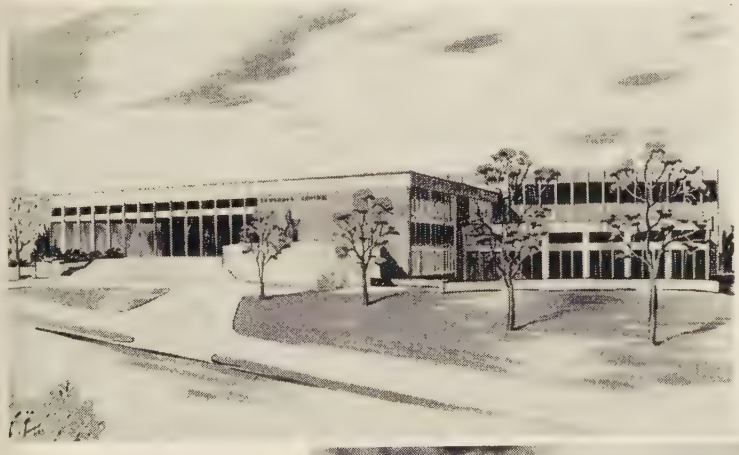
*It is a pleasure and an honour for McMaster University to play host to the 1961 Convention.*

*Modern residences and a students' centre are in the process of completion and delegates will be among the first to enjoy these new facilities. Sessions will be conducted in these and other buildings (pictured here).*

*Your Committee is dedicated to the development of an excellent and appealing programme and your presence is the assurance of a successful convention.*

*Subsequent editions of the Journal will include details regarding registration procedures, fees, and accommodation rates.*

*Ivor Wynne,*
*Convention Chairman*



Left—

*The McMaster University Student Centre—1961 CAHPER Convention headquarters.*

Right—

*The McMaster University Engineering Building with a floor space of 170,000 square feet, was designed to accommodate an enrolment of 550 engineering students.*

# DESIRABLE PRACTICES IN DEVELOPING AN INTERSCHOOL ATHLETIC PROGRAMME

By N. A. BEACH
Executive Secretary, O.F.S.A.A.

The Ontario Federation of School Athletic Associations (OFSAA) working with the Ontario Department of Education has formulated certain statements under the heading of "Desirable Practices in Developing an Interschool Athletic Programme". Letterhead size posters carrying these statements have been distributed to all secondary school principals and physical education teachers in the province.

The statements are as follows; under the headings listed:

**Objectives:**

(a) To contribute toward the improvement of health, fitness and general welfare of all individuals taking part in the programme.

(b) To engage a maximum number of students in both the administrative and active areas of the programme.

(c) To stimulate all participants to achieve creditable academic progress and to make a contribution to the the school; as a prerequisite of general education programme of participation.

**Organization:**

(a) Academic time should be protected; mid-week games should be minimized. All participants should always reach home by midnight.

(b) Competitors should play on one team in one sport during one playing season, and the maximum number of games played by any one team should be controlled.

(c) Post-season and charity events should be avoided, as should participation in selecting all-star individuals or teams.

**Supervision:**

(a) The Principal or his authorized rep-representatives should be on hand to supervise all competitors and all spectators at all times.

(b) Assuming that only teachers with the highest ideals are to be employed, all coaches should be regular members of the teaching staff.

(c) Assuming that all individual and group behaviour should uphold the highest ideals of the school any delinquencies should be brought to the attention of the school for necessary action.

**Travel:**

(a) When transportation is necessary, first consideration should be given to using licensed commercial vehicles. Private vehicles should never be used unless adequate insurance is carried.

(b) When competitors must be away overnight, billets with host-team players should be provided and accepted.

(c) When unfavourable conditions require postponement of a contest, the home team should notify the visiting school not later than three hours before the departure of its team.

**Protection:**

(a) Each competitor should have a medical examination prior to a sports season. A doctor should be on hand or readily available at all interschool contests.

(b) A first charge on the budget for interschool athletics should be provision of sufficient funds for adequate protection equipment.

(c) Each coach should satisfy himself that all players are covered by an accident insurance policy. Each principal should satisfy himself that his school and all its agents have adequate liability insurance coverage.

A brochure containing fuller information on these desirable practices and how they

may be implemented is being prepared for early distribution.

The OFSAA came into being in its present form in January 1953 after consultations between representatives of the Physical Education Branch of the Department of Education and members of the Executives of the various School Athletic Associations in the province. For the past eight years there has been a steady growth in the activities of the Associations and the services of the Federation.

The OFSAA is the agency through which the School Athletic Associations, the Ontario Secondary School Headmaster's Association and the Department of Education work together in planning, directing and evaluating those interschool athletic activities that will contribute to and be part of a well-rounded and meaningful educational experience at the secondary school level.

The Federation was organized and is operated on the premises that plans, rules and regulations which determine and govern the provincial interschool athletic programme can be best established by the school officials to whom the responsibility for this phase of education has been delegated by the local Boards of Education.

# Directives à observer dans le developpement d'un Programme Athlétique Interscolaire

La Fédération des Associations Athlétiques Scolaires de l'Ontario (OFSAA) de concert avec le Département de l'Education de l'Ontario a formulé de certaines déclarations intitulées "Directives à Observer dans le Développement d'un Programme Athlétique Interscolaire". On a distribué des affiches qui portent ces déclarations à tous les principaux d'école secondaire et à tous les professeurs de la culture physique et de l'éducation sportive dans la province.

Les déclarations suivent sous les titres énumérés plus bas;

**Buts:**

(a) Contribuer à l'amélioration de la santé, de la bonne condition physique et du bien-être général de tous les participants à ce programme.

(b) Occuper autant d'élèves que possible à l'administration et à l'exécution de ce programme.

(c) Stimuler tous les participants à atteindre des succès académiques et à fournir leur collaboration au programme général d'enseignement de l'école, comme condition sine qua non d'admission à ce programme.

**Organisation:**

(a) Sous aucune considération les programmes athlétiques interscolaires n'affecteront les heures d'études. On réduira autant que possible les jeux de mi-semaine. Tous les participants devront toujours être de retour à leurs foyers avant minuit.

(b) Les participants devront jouer dans une seule équipe et pour un seul sport par saison sportive, et le nombre maximum de parties jouées par équipe sera contrôlé.

(c) On évitera les événements sportifs ultérieurs au calendrier et ceux d'un caractère charitable. De même, on évitera de mettre en vedette toujours les mêmes équipes ou les mêmes individus.

**Supervision:**

(a) Le principal d'école ou ses représentants autorisés doivent être présents pour surveiller en tout temps les joueurs et les spectateurs.

(b) Supposant que seuls les professeurs ployés, tous les entraîneurs seront de toute première valeur soient em-

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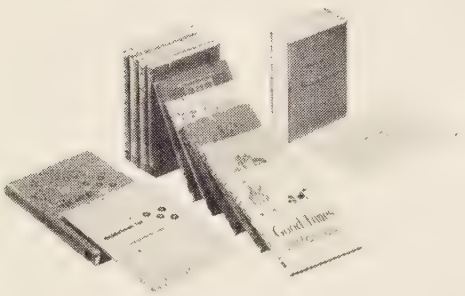

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des membres réguliers du personnel enseignant.

(c) Comme le comportement des individus et du groupe doit maintenir les standards les plus élevés de l'école, tout cas de contravention au réglement doit être porté à la connaissance des autorités scolaires pour que les mesures nécessaires soient prises.

**Voyages:**

(a) Lorsque des moyens de transport sont requis, il faudra donner priorité à des véhicules publics autorisés. On n'utilisera jamais de voitures privées à moins qu'elles ne portes des assurances suffisantes.

(b) Lorsque les participants ne pourront pas rentrer le même jour, les joueurs invités seront hébergés chez les membres de l'équipe-hôtesse.

(c) Lorsque des conditions défavorables demandent qu'on remette à plus tard une rencontre projetée, l'équipe sur place devrait en aviser les visiteurs pas moins de trois heures avant leur départ.

**Protection:**

(a) Chaque concurrent doit subir un examen médical avant la saison sportive. Un médecin doit être sur les lieux, ou facile à atteindre pendant la durée de tout concours sportif interscolaire.

(b) Un premier item à mettre au budget des jeux athlétiques interscolaires doit prévoir un déboursé de fonds suffisants pour acheter le matériel de protection convenable.

(c) Chaque entraîneur doit s'assurer que tous les joueurs sont couverts par une police d'assurance. Chaque principal doit s'assurer que son école et tout son personnel sont couverts suffisamment par une police d'assurance contre les accidents.

La Fédération a pris forme comme elle est aujourd'hui, au mois janvier, 1953, après des consultations entre les représentants de la succursale de la culture physique du Département de l'Education et des membres des Bureaux des diverses Associations Athlétiques Scolaires dans la province. Depuis huit ans il y a eu un progrès soutenu des activités des Associations et des services de la Fédération.

La Fédération est l'intermédiaire par lequel les Associations Athlétiques Scolaires, l'Association des Directeurs d'école secondaire et le Département de l'Education travaillent ensemble en formant, régissant et évaluant celles des activités athlétiques interscolaires qui aideront au succès et qui feront partie d'une expérience éducative au niveau d'école secondaire, laquelle sera entière et pleine de sens. La Fédération fut organisée et fonctionne sur prémisse que les plans, les statuts et les règlements qui déterminent et régissent la programme athlétique interscolaire de la province pourront s'établir pour le mieux avec l'aide des fonctionnaires scolaires à qui les Conseilliers, de l'Education régionales, ont délégue la responsibilité pour cette phase de l'education.

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# THE AMSTERDAM CONFERENCE 1960

By MISS JESSIE RAMSDEN

Physical Education Department, Brantford Board of Education

In this report Miss Ramsden relates the proceedings of the first annual meeting of I.C.H.P.E.R., the newest affiliate of the World Congress of Organizations of the Teaching Profession.

A final view from the canals of the fascinating floodlit facades of Amsterdam's tall houses brought to an end an interesting three days visit to Holland's capital last summer. The occasion of the visit was attendance at the first annual meeting of I.C.H.P.E.R.

If this particular arrangement of initials is unfamiliar to most of us it is not surprising — for the International Council on Health, Physical Education and Recreation is a very young affiliate of W.C.O.T.P.

Since the Council is so new its achievements are still limited. Consequently this report will deal with the origin, purposes and proposed programme of I.C.H.P.E.R., its 1960 recommendations, coupled with a brief account of its parent organization, W.C.O.T.P.

The World Congress of Organizations of the Teaching Profession is a relatively new world-wide international organization. Members came from 60 countries and represent some 106 national organizations involving millions of teachers. Each summer the Congress holds an annual meeting in a different part of the world — 1958, Italy — 1959, United States — 1960, Holland — 1961, India. Among its other activities the Congress sponsors a number of regional and national conferences and study projects.

The theme of the 1959 Congress was Child Health and the School. The early inclusion of this topic as a special feature of their deliberations indicated the values Congress members attached to health in relation to education. It was not surprising, therefore, that the Congress was ready to assist those people who had been seeking, for some years, to bring together in a world-wide association representatives from all health, physical education and recreation organizations.

In Rome, in 1958, W.C.O.T.P. appointed a special committee "to develop a statement of the purposes and functions of organizations of health, physical education and recreation." The committee consulted with specialists from many countries in the three fields and presented a proposed constitution to W.C.O.T.P. At the annual meeting in Washington, D.C., in August 1959, the International Council on Health, Physical Education and Recreation was formed and accepted as an international member of W.C.O.T.P.

The following is an excerpt from the constitution:

II. PURPOSE OF THE COUNCIL. The purpose of the Council is to bring together representatives of educational organizations concerned with health, physical education, and recreation, both in and out of school, throughout the world. The basic objective of the Council is to strengthen international ties, appreciations, and understandings, and to further the purposes which follow:

A. Assist WCOTP by contributing to its aims and objectives.

B. Encourage development of programs in health, physical education, and recreation throughout the world.

C. Improve the professional preparation of teachers of health education, physical education, and recreation.

D. Foster and exchange research and professional information.

E. Encourage the exchange of both students and teachers.

F. Cooperate with other international organizations concerned with health, physical education, and recreation.

G. Initiate, sponsor, and/or collaborate in international conferences and special projects related to these fields.

The Council proposes to work toward these purposes by a programme which will,

1. Cooperate with WCOTP officials in approaching professional leaders for participation in world conferences.
2. Set up national liaison offices for the reception of delegates from foreign member organizations; assist in programming educational tours, providing speakers, resource people, etc.
3. Recommend to the respective governments of member organizations, outstanding leaders in health education, sports, physical education, and recreation.
4. Advise on equipment needs and use of available facilities. Cooperate in the exchange of sports equipment and educational materials.
5. Cooperate with international sports programs such as the People-to-People Sports Committee.
6. Provide leadership in the compilation of a comprehensive listing of source materials and establish committees with national representation to coordinate the collation and dissemination of current research information.
7. Collaborate in the world survey of health fitness problems affecting school age children, making full use of available data from U.N. Specialized Agencies and other international organizations.
8. Assist member organizations with physical fitness testing and encourage the development of appropriate programs.
9. Advocate that physical education and health education be included in all lower school upper school curriculums.
10. Support wholesome recreational activities for children, youth, and adults.

Ten countries are represented on the I.C.H.P.E.R. eleven member Executive Committee. The list of participants at the Amsterdam conference included about 100 representatives from 15 countries. Language problems are solved by simultaneous translation into three or four languages which can be selected and heard on individual receiving sets. Small discussion groups divide according to a commonly understood language.

Reports and group discussions on the findings of the previous year's W.C.O.T.P. Special Committee on Health, Physical Education and Recreation provided the basis for the 1960 programme.

Resolutions sent to W.C.O.T.P. Resolutions Committee showed serious concern for adequate teacher education programmes in both health and physical education. They also expressed an interest in and a desire to cooperate with other world organizations in their projects, e.g. the health education projects of W.H.O. and U.N.E.S.C.O. and the Freedom From Hunger campaign of F.A.O.

Numerous, specific programme projects are suggested to the Executive Committee. The following essential purposes of W.C.O.T.P. will be used as basic criteria in selection of I.C.H.P.E.R. programme activities, namely:

"1. To foster a conception of education directed toward the promotion of international understanding and good will.
2. To promote closer relationships among teachers in various countries."

Because the host country gives representatives special opportunities to see their country and to become acquainted with their people and their ways, attendance at a conference has some advantages over private travel. The Mayor's reception and the Amsterdam teachers' supper party and boat trip in the harbour and canals acquainted us with Dutch social customs and gave to both hosts and guests an opportunity for an interesting personal experiment in international relations.

Teachers who are interested in combining a bit of professional development with some concentrated international living experience and a trip around the world might encourage their organizations to select them as representatives to the I.C.H.P.E.R. and/or W.C.O.T.P. meetings in New Delhi this coming summer.

---

"The future of this civilization's security may yet depend upon religion and recreation."

Roy Okan

# WEIGHT TRAINING FOR SPORTS AND ATHLETICS

By W. R. MORFORD and M. L. HOWELL
University of British Columbia,
School of Physical Education and Recreation

Shortly before the 1948 Olympic Games, there were relatively few athletes of international calibre who used weight training as part of their conditioning programme. However, the success of some of these athletes at the London Games, together with the teaching of certain coaches, markedly influenced many other athletes, with the result that a far greater number of participants at the Helsinki games in 1952 had used weights in their training.

The trend toward weight training as a basic conditioner for sports continued to grow over the intervening years, and in 1960, in Rome, the athlete who was not weight trained was the exception. Champion athletes of the present day, when questioned about their success, invariably give credit to weight training as a basis for preparation in their sport.

Weight training may be defined as the lifting of weights systematically for purposes of exercising to obtain overall physical condition, development of physique, conditioning for a specific sport, or for the rehabilitation of certain muscle groups.

The efficient functioning of the body is dependent upon the efficiency of its muscles. The efficiency of the muscles in turn depends upon their strength, power and endurance. In order to improve the efficiency of muscles, they must be made to exercise against progressively increasing resistance or for progressively increasing periods of time, or both. Weight training is an effective means of doing this, because it acts directly on the muscles of the body, and through progression of one form or another, affects the quality of the muscles.

It should be mentioned that weight training is only one form of progressive resistance exercise. The staunchest opponent of weight training is often the man who does push-ups, sit-ups, chins, jump-ups and a variety of other resistance or tension exercises. The body weight or the weight of other objects provide excellent means of resistance. However, to benefit from this resistance, it must be progressive. Of course, this means that each time an exercise is performed, more work must be done than the time before. Of all forms of resistance exercise, weight training is undoubtedly the most convenient, simply because its progression can be measured to the nearest pound, and, in some cases, ounces, and the performance of an exercise on successive days at a controlled poundage is assured. Therefore, an athlete can determine exactly his daily progress. This in itself is a very satisfying and motivating factor. Weight training further offers an undertermined number of ways in which resistance can be applied to a particular movement.

Whatever his event, an athlete needs to be strong in order to perform the technique with the maximum efficiency. In fact, some techniques cannot be performed without an extra degree of strength. On the other hand the better an athlete's technique and rhythm become, the less actual work the muscles are required to undertake. There comes a time, therefore, when actual practice of an event ceases to provide sufficient work to produce any appreciable gain in strength, and it is necessary to employ other means to maintain and develop strength. When an athlete is in top form, extra efficiency in performance can only be gained by additional strength. Of all forms of resistance exercise, weight training offers the closest degree of control. The duration and intensity can be controlled to an exact degree and adjusted to meet any individual capacity. Stimulus and interest are provided and maintained because this is a self-testing activity and method of training. Finally, in some sports the weight trained athlete

njoys quite a psychological advantage. For stance a shot putter used to handling 50-200 lb. all winter finds the 12lb. or 16lb. not quite light. Similarly, the lineman used to performing squats with 300 lb. or more, eels confident when blocking an opponent ho is only 200 lb. or heavier.

It must be stressed that weight training only part of the training schedule. It roduces strength, power and muscular ndurance, but the athlete must learn to use ese components efficiently in the perform- nce of his work. Weight training alone ill never produce a champion athlete. bviously, there is more to championship tatus than this, but it is also true that it no longer sufficient for a man to practise e skills of his event only. Depending on is event, he must either run, jump or limb and also lift weights. Over the past ew years more and more athletes are aking use of weight training schedules dapted to the needs of their specific sport. lready there are a number of excellent chedules published, and these can be ob- ained with little trouble, by reading the elated periodicals. However, a little careful hought, combined with a knowledge of the port and of the basic principles of weight raining, will soon enable the coach to draw p a specific weight training schedule for is athletes. The following points should e considered when adapting a weight raining schedule to the requirements of a pecific sport:

. Analyse the sport itself very carefully: is it a power or an endurance event or both? What movements are involved and which muscles move them? Check for peculiarities of motion or timing — the emphasis may be on flexibility or explosive action, or continuous action or long resting spells with explosive bouts, etc.

2. Is the training program for all round development for the sport, or is it for correction of a special weakness that prevents the proper performance of the skill?

3. Follow the basic idea of heavy weights for power and lighter weights for endurance (select about 8-10 exercises for a workout).

4. Never neglect the sport in question; use weights to maintain or improve muscular efficiency, but practise the sport, too.

5. Commence the off-season weight training program immediately after the season ends, then still maintain at least one maximum training session during the in-season period, using all the exercises but with less repetitions and using only one set. Strength that is not maintained is soon lost. The performance of the sport may not provide a sufficient training stimulus to maintain the achieved level of strength. Thus, in terms of strength, an athlete can be weaker at the end of the season than at the start. A training stimulus once a week is sufficient in maintaining acquired strength levels.

6. To start with, exercise lightly. Do only one set of exercises, then, after basic conditioning, start using three or more sets of those exercises emphasizing the muscles required for the sport. Always adhere to the principles of progressive resistance exercise. The surest way to develop an athlete is by means of a gradual increase in the intensity of training. This does not mean, however, that hard training is to be avoided. On the contrary, training programmes must eventually become severe for maximum results. A well known coach present at the 1960 Olympics as an observer for the U.S. Olympic Committee stated—Canadian youth is not inferior, but it lacks basic strength and power, attributable to a lack of training with heavy weights. Sport is now applying weight training to specific development.

*Recommended sources of information on progressive exercise.*

1. Murray, J., Karpovich, P. V., *Weight Training in Athletics*, Prentice Hall, Englewood Cliffs, 1957. ($4.95).

2. Hoffman, R., *Better Athletes through Weight Training*, Strength and Health Publishing Co., York., 1959. ($3.00).

3. State, O., *Weight Training for Athletics*, A.A.A. publication, London. (6*s*.).

4. Massey, H. M. et al., *The Kinesiology of Weight Lifting*, Brown Co., Dubuque, Iowa, 1959. ($3.50).

5. Morgan Adamson, *Circuit Training*, Bell and Sons, London, 1957. ($2.10).

# OPEN LETTER TO BRANCHES

## AND

# ALL WOMEN MEMBERS OF CAHPER

The Women's Athletic Committee Meetings held during the CAHPER Conventions in Edmonton and Halifax left the participants very keen and eager to carry on the work of the Committee and in particular to draw up policies and standards for Women's and Girls' Athletics in Canada.

The Edmonton Women's Branch of CAHPER took on this responsibility and has now completed their final draft of "Standards in Athletics for Girls and Women". Copies are being circulated to all Branches for study and comments by a special committee to be named by the Branch.

The opinions of all interested women are being solicited through this Open Letter. We welcome your valued assistance in this project. The committee urges you to write for your copy to Miss Ruby Anderson, Department of Physical Education, University of Alberta, Edmonton, so that you may study this report and send your comments back to the Edmonton Group. Please do this as soon as you read this letter.

Other Committees have continued work on the interim reports prepared for the 1959 Meetings. These included standards for gymnastics, track and field, officiating, and field hockey.

These reports will be found in the Proceedings of the 1959 Convention in Edmonton. Any Branch or individual wishing to help with the completion of these reports, please send your recommendations concerning them to the Chairman of the Committee who originated the report.

We urge your support. Please write.

Freda N. Wales
Chairman
WAC of CAHPER

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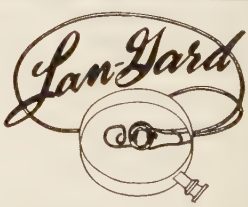


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# RECREATION FELLOWS

By R. STANDON
Registrar

At the Annual Meeting of the Recreation Directors Federation of Ontario, held in London in 1956, it was decided to set up the category of "Fellow Member" or Fellowship for those members who could qualify.

Towards this end, a Registrar and Board of Regents were appointed, and criteria established. Three categories under which members might qualify were set out. Those who had successfully completed the In-Service Training Course were classed under Category A. Those who, not having completed the course but with ten years consecutive practice in one or more municipalities were classed under Category B — and those with fifteen years practice in one municipality were under Category C. Expiry date for Categories B and C was December 31, 1958. Categories A and C were given Oral Examination by the Board of Regents, Category B a written examination plus an Oral. Since 1958, Category A is the only category recognized.

In addition, Honorary Fellowships may be awarded to those who have contributed in a major sense to the Federation or its successor the Society as it is now officially recognized.

In addition to the above requirement — the successful completion of the In-Service Training Course — applicants for Fellowship in 1961 and subsequently — are required to submit tangible evidence of some definite contribution to the Field of Recreation prior to examination by the Board of Regents. This may be a paper concerning some innovation concerning programme or facilities, or a major event pioneering some activity definitely associated with the experience or work of the applicant. The applicant then appears before the Board of Regents to substantiate his claim for Fellowship.

Since Fellowship is the highest category of Membership in the Society, it is felt that qualifications and standards set should be of similar high requirements — and present a goal towards which all members might and should strive.

Since the initiation of the Fellowship Category, there have been three Honorary Fellowships awarded, Mr. K. L. Young, Mr. A. F. Klein and Dr. Earle Zeigler being the recipients — while 49 members have qualified and been granted their Certificates indicating their Status of Fellowship. The Fellowship permits the use of the Official Society Crest on Stationery and the appendage of the R.D.M.R. (Registered Director of Municipal Recreation) after name or signature.

Those enjoying Fellowship privileges to date include:

W. Brewster, P. J. Cross, Miss A. L. Colley, Jac Cropley, J. Dane, R. N. Davidson, B. Hall, W. V. Hill, S. P. Jacks, W. R. Jones, A. G. Ley, L. H. McVicar, Miss F. E. Meiler, Miss M. A. Phillips, W. J. Pillsworth, K. L. Robinson, Ian M. Thomson, J. J. Keay, W. L. Farquharson, R. H. Standen, K. J. Burgess, T. Dojcak, W. L. Ogdan, J. C. Thorson, A. R. Miller, C. M. Cattarillo, D. M. Earle, W. J. Hare, H. J. D. Labatte, J. Pullen, R. C. Rathie, T. Talentino, R. E. Watts, W. S. Wadlow, O. R. Dalzell, L. G. Branch, G. C. Hutchinson, G. Kormos, D. J. McLaren, J. Maxwell, I. B. McCauley, A. L. Dillon, L. G. Doran, T. A. Fanning, R. J. Bateman, H. Clydesdale, Miss J. R. Lambert, J. C. Sutton, R. L. Turner.

* * *

## SOCIETY APPOINTS UNDERGRADUATE STUDIES COMMITTEE

At the recent Annual Meeting of the Society of Directors of Municipal Recreation of Ontario held in St. Catharines on November 12th, 1960, a Committee was appointed to investigate the possibility of establishing an undergraduate course leading to a degree in Recreation.

This Committee consists of: W. Pillsworth, London; W. Jones, Sarnia; R. E. Watts, Brantford and W. J. Hare, Twp. of Toronto. Their task is to design a three-year course which will be acceptable to university authorities, recommending course content which will qualify a graduate to fulfill his duties effectively as a Director of Recreation and which will enable the graduate to be certified by the Ontario Department of Education as a Municipal Director of Recreation.

# A.A.U. of C.
# ANNUAL MEETING
## NOV. 9-12, 1960

By P. BEACH
Secretary, O.F.S.A.A.

At a well attended meeting held in the Halifax Y.M.C.A. much routine business was transacted, and decisions were made toward enlarging and improving the participation in the activities under the jurisdiction of the Union.

Awards were made to the following athletes:

Davies Trophy; *Harry Jerome,* British Columbia, the outstanding Track & Field athlete.

Crowe Trophy; *Alex Oakley,* Ontario, the outstanding Track athlete.

Rowell Trophy; *Stanley Raike,* Ontario, the outstanding Field athlete.

Alexander Trophy; *Bruce Kidd,* Ontario, the outstanding Junior athlete.

Springstead Trophy; *Anne Heggtveit,* Ontario, the outstanding Woman athlete.

Dr. Tees Trophy; *Sally McCallum,* British Columbia, the outstanding University athlete.

Ken Yost of Winnipeg, long time Honorary Secretary of the Union declined to run for office. The continuing executive is as follows:

*President—*
Clarence Bligh, Saskatchewan
*1st Vice President—*
J. Davies, Quebec
*2nd Vice President—*
M. Ferguson, British Columbia
*Treasurer—*
J. Wilkie, Saskatchewan
*Secretary—*
N. Farrell, Ontario

National Committee Chairmen were elected as follows:

*Boxing—*
Major Paul Roth, British Columbia
*Fencing—*
J. Dalton, Ontario
*Gymnastics—*
H. D. Whittall, British Columbia
*Track and Field—*
J. Daly, Manitoba
*Weightlifting—*
M. Allen, Quebec
*Wrestling—*
J. Trivinov, Manitoba
*Lady member, Executive—*
Mrs. Jean Calder, Quebec

The Senior Outdoor Men's and Women's Track and Field Championships for 1961 were awarded to the Quebec Branch, with the same Championships for 1962 along with the British Empire Games Trials being awarded to the Ontario Branch.

A Permanent sub-Committee was set up under the Chairmanship of Captain H. N. Andrews of New Brunswick, to prepare by February 1st 1961, a set of Standards for all Track and Field events. Dr. Haslam of Saskatchewan, CPO Fraser of Nova Scotia and T. Lord of Quebec were named as members of this Committee.

# NATIONAL HEALTH WEEK
## MARCH 12-18, 1961

The Health League of Canada has invited CAHPER to be one of four organizations to cooperate with the League in the promotion of health. Each of the organizations has been asked to set up a Speakers Bureau which we have done at the National Office.

The League has sent announcements of this arrangement to service clubs, home and school associations and many organizations. These in turn will make requests to the League for speakers from one or more of the following national associations:

The Canadian Medical Association.
The Canadian Dental Association.
The Canadian Mental Health Association.
Canadian Association for Health, Physical Education and Recreation.

Fitness is a mark of good health. Fitness is positive health, in the acquiring of which this state of well-being is only improved. We can speak out for health. Be prepared to do so perhaps on short notice.

**C. R. Blackstock,**
**Executive-Secretary**

## REPORT ON THE SPORTS MEDICAL SCIENTIFIC MEETINGS IN ROME AUGUST AND SEPTEMBER, 1960

*(from Bulletin No. 8 Canadian Olympic Association)*

Ten days of sessions were scheduled for the period Aug. 29 to Sept. 9th, through the co-operation of leaders in the medical, physiological, psychological and physical education fields from several countries, including France, Germany, Italy, Russia, Austria, Hungary, Sweden, Israel, England and the United States.

The keynote of the scientific sessions was, justification of emphasizing the need and value of physical exercise and recreation for the people of all nations to offset the effects of "soft living," based on scientific studies on normal average people and on highly-trained individuals, embracing the special fields of geneology, psychology, physiology, cardiology, physical mechanics, neurology and mycology.

Observations which should be of special interest to Canadians. Heredity plays a rather important role in proficiency in sport. Close co-operation between the trainer or coach and the specialties of medicine and physiology is required in directing the training programs of athletes if we desire top performance from an athlete.

At present, the interval type of training is considered most suitable for preparing an athlete for extreme effort and best performance. This type of training indicates shorter periods of daily or alternate daily training with marked reduction of rest intervals, one to two hours per training day as against four to six hours.

Fitness testing sessions during training are advisable, but the type and number of tests suitable for the various sports is still a debatable question, requiring further study, clarification and simplification.

Exercise, even to the point of repeated all-out effort, causes no cardiac or cardiovascular damage to a normal heart.

The use of "pep" pills was definitely disapproved of. One death occurred during the Games as the result of an athlete using a nicotinic acid derivative which produced a state of physiological shock leading to cardiac failure.

Some personal observations relative to

*(Continued on page 30)*

# SOLILOQUY ON SKIING

Twenty five years ago I strapped on my first pair of skis and followed my companions over the Canyon Trail into the Gatineau Mountains. Little did I realize on that day that I was discovering an exciting outdoor sport that was to become a consuming passion in the years to follow.

Control over the cumbersome hickories came slowly. There were many near-disastrous spills and chilling plunges into snowbanks which always seemed to appear at the wrong places. My awkward attempts to herring-bone up the steep slopes were very tiring and frustrating. But the thrilling ride on the first down-hill run completely overshadowed everything else.

I can vividly remember waiting at the top of that first big hill with much trepidation —watching my skiing pals plunge down the slope—and completely disappear as the trail suddenly swung between a row of formidable-looking pine trees.

*"The bravest ski has a cautious heart and moves like a tortoise at the start."*

—Reluctantly pushing off in an exaggerated crouch—gravity took complete control —and I passed the point of no return.

*"But when it tastes the tang of the air It leaps away like a frightened hare."*

—The sensation of speed overwhelmed me—cold wind whipping in my face—tears almost blinding me—as I flew over the hard-packed snow.

*"Swifter and swifter grows my flight; The dark pines ease the unending white."*

—I hung on grimly—knees rubbery—lungs bursting—and then, as suddenly as it all began, the trail flattened out—and my skis slowly came to a stop.

**I made it!** A whoop of sheer joy! A grin as wide as the curve in my skis! A wonderful feeling of exhilaration!

(As I began to breathe again I realized that the pounding of my heart was more from fear and excitement than from physical effort).

* * *

Since that first day my eager skis have followed many a winding trail at home here at Summit; the Gatineaus and the Laurentians have provided many wonderful outings; and I have climbed high above the

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tree-line in the Rockies to test my skill and endurance on the magnificent powder snow.

Many glorious days on the Gatineau trails are etched forever in my memory; the Big Dipper that dipped so suddenly and treacherously; the Highland Fling that frequently flung us head-long into deep snow-banks; and the enormous meals cooked over the wood-stoves at Camp Fortune. Many other happy memories crowd one upon the other.

Mont Tremblant and its world famous down-hill runs. The first trip up the original "T" bar; and the indescribable beauty of the snow-covered trees that created a wintry paradise on the upper part of the mountain. The far north and the Yukon trails near Whitehorse! Following a trap line on skis at 50 degrees below zero at Aishihik and Snag near the Alaska border.

—An exhausting 30 mile hike over the famous Maple Leaf Trail that started at St. Marguerite and led to St. Adele and St. Agathe—eventually ending at St. Jerome long after the moon came up.

—Glorious days of mountain skiing in the Canadian Rockies;—thundering 5 miles down Mount Temple to Lake Louise;—avoiding the moose that added to the hazards of the slalom hill at Mt. Norquay;—and the warm, healing waters of the Upper Hot Springs Pool at Banff after a strenuous day on skis.

—The breath-taking picture created by late afternoon sun catching the vapour trails of a couple of jets over the Blue Mountains at Collingwood!

—The soul-satisfying flavour of a hot-buttered rum around a blazing fire at Osler Bluffs—with much talk about christies and tempo turns and wedeln!

—And the sweetness of complete physical fatigue as we climbed into our bunks to dream of more skiing adventure.

*"Come, ye lads of the lounge and chair*
*And gird your feet with valiant skis*
*And mount the steed of the wintry air*
*And hold the reins of the winter breeze."*

Ski Note: By a rather interesting coincidence, shortly after my introduction to skiing I met Mr. Wilson MacDonald, well-known Canadian poet, and heard him recite his famous "Song of the Ski." This poem, taken from his book, "Out of the Wilderness" strikes a responsive chord that *"Only a true child of the North can know".*

**John H. Passmore**

## Sports Medical Meetings

(*Continued from page* 29)

the performance of Canadian athletes:

Our athletes won only a few medals.

Several athletes reached new highs of performance, even beyond pregame expectations.

Several athletes did not do as well as expected due to a combination of insufficient training and a psychological deficiency.

On behalf of our Canadian representatives it is only fair to say that, based on the dearth of training facilities, the lack of full-time professionally-trained coaches, the paucity of International Competition prior to the Games and the lack of finances to support an adequate training program, our competitors performed better than circumstances warranted.

**Dr. Paul P. Hauch, Chairman,**
**Medical Advisory Committee of C.O.A.**

# The Case for Physical Education

(*Continued from page* 15)

"We believe that the time is overdue for a more responsible and flexible attitude on both sides (YOUTH SERVICE and SPORTS GOVERNING BODIES), for a recognition by youth leaders that successful participation in a single activity can make a great difference to the health and happiness of young people, and for a recognition by the sports bodies that more generous provision for youth people would help both the young people and the sports themselves."

The Wolfenden Report rejects the principle of centralized administration and control from the point of view not only of programme but also of facilities on a national level. Similarly the rights of individual sports bodies and the principle of provincial or regional autonomy should be respected and preserved in Canada.

**Physical Culture and Sport in the USSR**

In sharp contrast with the traditional and conservative British attitude towards physical education, the programmes of the USSR and several other countries of similar ideology reveal a pronounced degree of influence or control by the state. There is, however, ample evidence that the Russians, contrary to popular opinion, are not developing their programmes merely to produce top calibre international "showpieces". The pamphlet, **Physical Culture and Sport in the USSR** which was published in English on the occasion of the Brussels Universal and International Exhibition in 1958 gives some interesting information. The terms "physical culture", "physical training", "school sports sections" are intermingled with references to health, fitness, camping, research, along with illustrations of Russia's interest in international sports. The relationship to physical education is shown in the following quotations:

"In the USSR there are two and a half thousand sports medical offices and medical prophylactic establishments. Ten thousand doctors of various specialities continuously look after people engaged in sports."

"Forty years ago there was only one private educational establishment in Russia preparing sports instructors. Now the USSR has 15 higher educational establishments with 10,000 students, future instructors of physical training. In addition instructors and coaches are being prepared at 42 physical culture departments of pedagogical institutes, 32 secondary physical culture educational establishments, and 64 physical training departments of teachers' training schools."

"The inclination to sports which is fostered in the boys and girls in their school years, leads many of them to special children and youth training centres. While continuing their normal studies in general school, and making ready to enter college or industry, the young people perfect in these sports centres the skill acquired in school at the PT lessons and sports sections."

"As in secondary schools, physical training in the higher educational establishments is obligatory under the educational programme. Every higher educational establishment has PT chairs."

"The measures of which we have spoken taken by the government and public organizations have served to arrive at a noble goal which had been the dream of the best representatives of world science. In the Soviet country physical culture has come to be man's friend, has become a part of his everyday life."

Even if we do not accept all of the above statements at face value, first hand reports of persons who have visited Russia leave no doubt concerning the attention which is being devoted to sports generally and to physical education or (culture) professionally. Of special interest is the close relationship of medicine to sports, especially in the area of research.

**Bulletin de la Federation Internationale d'Education Physique:**

During the recent Olympic Games in Rome, a World Congress on Physical Education was held. In this connection the FIEP published four articles on the topic: "Contribution of Physical Education to the Preparedness for Sports". In the section dealing with the physiological aspect, Dr. Erling Asmussen of the University of Copenhagen makes some interesting comments concerning the role of physical education. The following excerpts will illustrate:

"Sport in the form shown at international gatherings like the Olympic Games, is a major factor in the cultural life of most nations. It is, therefore, natural on

an occasion like the present to put sport in the center and to evaluate other events according to the degree to which they can contribute to the progress of sport. So also for physical education, which may be looked upon solely as a possible means for furthering the preparedness for sport. This view is excusable here and now, but in the long run, the opposite view is probably the sounder: Sport is a contributor to physical education. However, the two phenomena are so intricately linked together that a clear distinction is very difficult."

"A systematic, long lasting training is best achieved by physical education, started in childhood and continued until athletic specialization necessitates concentration on one or a few exercises. A well, conducted programme of physical education, comprising plays, games, various sports, and gymnastics in all its forms, will further be the best possible starting point for a future selection of particular sports."

" . . . Such physical education offered to all children will produce a large stock of fit youth with possibilities for further development in sport and will provide also the best chances for picking the few champions whose example may serve as a stimulus for the less fortunate. In so doing, competitive sport can be said to have paid back its debt to physical education."

The fact that the Government of the United States of America has not initiated plans similar to the Wolfenden Committee's proposals or to the Russian policies cannot be used as an argument that Canada should follow in the American footsteps.

The dominant influence in the promotion of sports in the United States has been and still is the programme of athletics in their colleges and universities. It is fair to say that in many respects the philosophy of education in Canada, coupled with economic and geographic factors, would not encourage developments along American lines. On the other hand, additional stimulation and suport of university athletic programmes are very desirable, when one considers the high percentage of community and national leaders who are products of Canadian universities.

The desire to progress, to improve on the past is universal. We see examples of this in the newly formed nations as well as in those nations with great, historical traditions. In this respect sport is not different from the arts or from science and industry. Sport needs and is entitled to the kind of support which is now being given to the arts by the Canada Council. If this assistance is forthcoming, physical education, in its professional role, should benefit accordingly. The universities of Canada can and should play a significant part in any new schemes which might be considered for developing and utilizing sport in accordance with its fullest educational implications. The Vancouver Province of December 7, 1960 carried a report of the Canada Council's request to the Government for an increase of $500,000 in its annual budget. The Council stated that its endowment income of $2,900,000 for the current fiscal year is inadequate to meet the requirements and that $250,000 per year was needed to meet the pressing demands for scholarships and fellowships and $250,000 per year to help cultural organizations. The newspaper acount read: "The council said it is becoming an indispensable ally of the universities and is performing the same role for the humanities and social sciences that the National Research Council performs for the physical and natural sciences." Facilities and staff were considered urgent problems in the fields mentioned above." The same arguments on a relative scale may be applied to the development of physical education in our country. Let us, therefore, welcome and encourage government action on this problem.


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# Physical Education in Russia

(*Continued from page* 6)

nd coaches. It is possible to enter a Pedagogical School after seven years' education ut a student who has completed eleven ears' education can enter an Institute of hysical Training. The Physical Education epartment (Schools) of the *Pedogogical nstitutes* is now being eliminated and students are directed to the *Institutes for hysical Training*, where a more comprehensive training can be offered.

The curriculum for students in the field f physical education was found to be most omplete and intensive. Emphasis is placed n the study of "living anatomy" through he use of X-ray units. Of interest also as the requirement of all students to study hotography as a beneficial aid to coaching nd teaching.

A practical entrance examination is given o all students applying for admission. The xamination includes:

—Examination in swimming, gymnastics, track and field, where minimum skill standards are set in each sport.

—A practical examination in the sport in which the student plans to major. Students at the Physical Education Training Institute have a specific sport in which they major and prepare to coach upon graduation. This is not to imply that the broad scope of their technical training is sacrificed for the specialty.

The four departments of instruction within the Institute of Physical Training re:

—*Pedagogical Department*, which prepares teachers of physical education for schools in a four year curriculum.

—*Sports Coaches' Department* where preparation is not for school practice but rather to coach a specific sport. This is the same curriculum as in the Pedagogical Department but there is additional training in a specialty. This is also a four year curriculum.

—*Night School Department* students are on the Work and Study program and five years is needed for graduation.

—*Correspondence Department* is also a five-year curriculum and is basically a Work and Study program away from the Institute. The students come in for examination but their practical work is not supervised.

There is a *Coaches School* affiliated with all the Institutes of Physical Training. These are designed as refresher courses for those already in the field. There is a definite emphasis now on three-months short-term courses to train social instructors for labor units. Satisfactory completion of the course leads to the granting of the "Certificate of Social Coach." Such persons assist in the physical programs of industrial plants as volunteers. The desire to be a volunteer is not enough. The individuals must also have skill, orientation and training. All factories and industrial units have two fifteen-minute periods of "Industrial Gymnastics" daily. This is a period of volunteer-led group calisthenics, either outdoors or in the plant. The volunteer worker is schooled in the rudiments of calisthenics and basic group organization. All workers participate in the "Industrial Gymnastics" periods, and those that are reticent are "counseled" by the volunteer leader and a plant physician on the values of exercise and body maintenance. All physical education teachers of secondary schools are encouraged to take annual refresher courses in an Institute. This is not compulsory but is *strongly* recommended.

*Practice teaching* for physical education majors is extensive and starts in the first year at the Institute. In the first two years at the Institute, the student teaches under supervision one day each week at a local school, with six to eight weeks of teaching in the third year. In the fourth year, the students teach for two months at a school in the city where they will be placed upon graduation.

Two additional facts of interest noted were: 1. That many school physical education teachers often hold two jobs; and 2. Sports coaches are paid a higher rate than are school physical education teachers. Salaries for coaches start at about 1,500 rubles a month (U.S.—$375); teachers receive from 1,000 to 1,200 rubles per month (U.S.—$250).

*Awards and Recognition*

The awards and recognition given for athletic achievement in the USSR seem to be much more widespread than in the United States although they are of much

less monetary value. There is great use of photographs and inexpensive badges (metal pins to denote excellence and levels of achievement). On the level of Republic and All-Union competition, championship trophies are of equal size and only the color of the award indicates the final place won.

A very effective means of recognition and motivation toward athletic achievement is the national plan of graded levels of ability and success. Distinctive badges (pins) are given for each level achieved, according to standards established by the USSR Central Council for Sports Societies. These standards of achievement are revised upward every four years. The motto on many of the sports pins is "Ready for sports and labor."

Some of the levels of sports awards and titles are as follows:

—*Honored Master of Sports*—an honorary award to those who have held Master of Sports honors. There are now 14,000 such awards in the USSR; the 1965 goal is 30,000.

—*Master of Sports*—awarded to national champions and Olympic winners.

—*Honored Coach*—awarded to coaches who have coached a World Championship team.

—*First Degree Athlete*—an athlete who can pass the standards prescribed for this level.

Other levels are 2nd, 3rd, and youth degrees.

A separate category of recognition is established for officials, ranging from the third degree referee to Republic, All-Union and International classes. A special badge (pin) is awarded and proudly worn for volunteer physical education leadership. Of interest to the YMCA delegates was the annual recognition of the "Best Physical Educator." This is a high and coveted recognition recommended by the Central Republic Union of Sports Societies and approved by the All-Union Central Committee. All badges and recognitions are further dignified by formal presentation.

*Facilities*

The facilities for Physical Education and recreation, both indoor and outdoor, as reviewed by the delegates, were most impressive. The USSR places great emphasis on physical culture for its people and thus many new indoor and outdoor areas are being built to accommodate an increasing participation in physical education activities by persons of all ages.

The delegates had the opportunity to view the following facilities:

—School Gymnasiums—Moscow
—Lenin Stadium—Moscow
—State University—Moscow
—House of Culture—Leningrad
—Institute of Physical Culture—Leningrad
—Central Park of Culture and Rest—Leningrad
—Khrushchev Stadium and Dynamo Stadium—Kiev
—Student Sports Camp—Kiev
—Kiev Stadium—Kiev
—Institute of Physical Culture—Tbilisi
—Palace of Sports—Tbilisi
—Student Stadium—Tbilisi

The most extensive Physical Education plant was at the Moscow Lenin Stadium, where C. Nikitin, Chief of the Mass Sports Activity Department, gave a detailed description of the facilities. This unit represents a huge physical education, recreation and mass participation area, covering 464 acres. The following facilities are included:

—*Swimming Stadium*: seating 15,000 spectators and having separate swimming and diving areas.

—*Southern Arena*: 26 tennis courts, all asphalt except one court used for international matches. The seating capacity is 5,000 to 6,000. In winter the courts are flooded for skating.

—*Lenin Stadium*: football (soccer) grounds, a track of international dimensions seating 105,000 spectators. Under the stadium are fourteen gymnasiums, housing facilities for 500 athletes, two restaurants, two theatres, etc. Sixty-two doctors trained in physical education are employed full-time on the staff.

—*Sports Courts*: 28 outdoor soccer and basketball areas located just outside the Lenin Stadium area. This area is also flooded for winter skating.

—*Palace of Sports*: seats 15,000 people and is used for basketball, hockey and boxing. It has a refrigeration unit. It is also used for mass meetings.

—*Children's Stadium*: twelve outdoor courts for basketball and tennis, and a complete soccer football area, sur-

rounded by regulation track and field facilities.

—*Small Sports Arena*: This is a playground stadium seating 15,600 where all sports can be played except soccer. It has an all-weather wooden basketball court with glass backboards. It is also used for concerts and shows. Twenty-six basketball and volleyball courts surround this area. Under the stadium seats, cafes, training rooms, locker rooms and two gymnasiums are located.

As can be seen this represents a tremendous area of facilities for both spectators of and participants in physical activities. It as reported that special classes for conditioning are conducted which involve 4,250 persons twice a week for one and ne-half hour periods.

The stadium staff consists of 1,120 rained teachers and coaches. The facilities ere started in 1956 by over 6,000 young omsomol members and were completed in 50 days.

*ppraisal*

Programs of physical education and recreation are available to and planned for the otal USSR population. Mass involvement is chieved through the co-operative efforts of ducational and industrial units. Physical ducation as a profession is held in high ccord and the training for this field is ost comprehensive.

Projected goals for 1965 indicate that ersonnel in this field must be increased by hirty-three per cent to accommodate the ncreasing demands for physical education nd recreation programs.

A course in physical education is a basic equirement in all units of public education. he ability to swim is emphasized. Programs end to be quite formal and are based upon he perfection of skill rather than on games nd play activities. The fun element is ealized through purposeful accomplishnent. Class control and discipline is high.

*ossible Implications*

The following points are raised for consideration:

—Do we need more skill teaching on all levels in YMCA physical education?

—Should levels of achievement be established for each sport and activity?

—Should there be an increased emphasis on gymnastics?

—Would periodic refresher courses for physical education personnel be wise?

—Should increased emphasis on aquatics be made?

—Is a more intensive training program for volunteers and part-time employees needed?

—In what way can the prestige and self image of Physical Directors be raised to retain quality leadership in the field?

—What can the YMCA do to upgrade volleyball among youth?

—What is the role, if any, of the YMCA in preparing Olympic-quality athletes?

—Can a formula be developed for a higher level of physical education in non-equipment situations?

—Should the YMCA employ only persons with physical education degrees as Physical Directors?

—What is the role of the YMCA in alerting its constituency, its community, and nation to the importance of total fitness?


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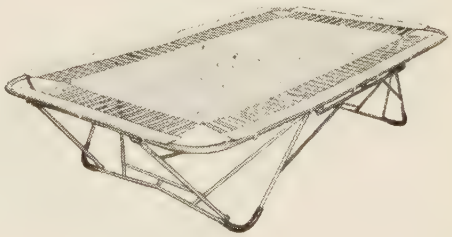

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# ACROSS CANADA

By C. R. BLACKSTOCK
Executive Secretary

For those who are interested in record of work of the Canadian Welfare Council, copies of R. E. G. Davis' annual report are available from the Council's office at 55 Parkdale Avenue, Ottawa. Mr. Davis, the Executive-secretary, gave this speech to the annual meeting last June. The tasks ahead for Welfare in Canada are spotlighted.

* * *

There is an increasing demand for back copies of the CAHPER "Bulletin", the large mimeographed Journal and back numbers of the printed Journal. The first four volumes, 1933-1937 were mimeographed too but copies of these must be rare indeed. Of course, if you have any of these lost away in some dusty box, dig them out and send them to the Executive-secretary. They will reach the libraries of the growing physical education schools.

* * *

The Ontario Department of Education and the Ontario Federation of School Athletic Associations have combined to publish on card "Desirable Practices in Developing An Interschool Athletic Association."

* * *

The Canadian Highway Safety Council will hold its Seventh Conference in Montreal, May 1, 2, 3, 1961. Its opening session will be an open general meeting. The main topic will be a hot one — Driver Education in the Schools.

* * *

Women health and physical education teachers will be interested in the booklet, published by Noxema, entitled, "Special Care for Teenage Skin." It is especially directed to the teenage girl. Quantity orders can be obtained by writing directly to Noxema Chemical Co. of Canada Ltd., 77 Park Lawn Road, Toronto 18.

* * *

In the November issue of the Legionary the physical fitness and sports efficiency programme as sponsored by the New Brunswick Command is described. One of the plans calls for a leadership training camp for youths — 30 boys, 30 girls — this coming summer. (It should be noted that the report of this programme carried in the last issue of the CAHPER Journal applied only to the work being carried out in New Brunswick. The Canadian programme as operated under Legion auspices differs somewhat).

* * *

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There is a fine recent publication of AAHPER, one of the Outdoor Education series, "Marksmanship for Young Shooters", which will be of interest and use to those who have shooting clubs. Write to CAHPER office if you want a copy. It will cost you one dollar. A description of this publication appears in the Book Review section of this edition.

* * *

Another AAHPER publication that will be a real help to those who handle a lot of equipment and supplies on inventory is "Equipment and Supplies for Athletics, Physical Education and Recreation." This too you can get through CAHPER by sending in $2.50 with your request.

* * *

The revised and approved "Constitution and By-Laws of CAHPER" is off the press and has been mailed to branches across Canada. Our thanks go to Eaton's of Canada for a fine publishing job and to Dr. Max Howell, Dr. Doris Plewes, Mr. Gordon Wright, and all others who contributed to a job well done.

* * *

The Canadian Olympic Association Bulletin No. 8, dated December, 1960, is now available. It contains the results of all events in the recent olympics and includes comparative figures for 1956 and 1960. Facts concerning Canadian entries are detailed. The Bulletin also presents a number of short articles which will be of considerable interest to professional people across Canada. The Bulletin may be obtained from Mr. A. G. Muir, Editor, C.O.A. Bulletin, 48 Flatt Avenue, Hamilton, Ontario.

* * *


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# BOOK REVIEWS

## BASKETBALL OFFICIATING

*Bill Haarlow.* The Ronalds Press Company, 15 East 26th Street, New York 10. (in Canada — General Publishing Co. Ltd., 222 Adelaide St. West, Toronto 2) 89 pages — $2.95.

Bill Haarlow clearly and methodically outlines the duties and responsibilities of the official in "Basketball Officiating".

As Supervisor of Basketball Officials for the Big Ten Conference, the author is well qualified to present his philosophy and interpretation of the role of the basketball official.

The text deals with "What is Officiating?" in the opening section. Here, Bill Haarlow introduces his readers to Dr. James Naismith's original conception of the role of the official: — "The position of umpire is a very responsible one. On his rulings depend, to a great degree, the value of the game".

Throughout this text, the reader recognizes that Bill Haarlow regards the role of the official as that of the professional who is responsible for the conduct of those playing the game.

Well-illustrated signals through the use of photographs appear frequently in the book as Haarlow proceeds to prepare the official to perform his duties.

Court techniques, fouls, pre-game duties and interpretation of specific game situations are outlined quite clearly.

I believe that "Basketball Officiating" should be studied by officials quite carefully. The novice may gain insight into the duties and responsibilities of his chosen hobby while the veteran official may mature as a result of having read of Haarlow's experiences.

**Review by Jerry Love,**
**Township of Toronto Recreation Department.**

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## SCIENCE AND MEDICINE OF EXERCISE AND SPORTS

*Warren R. Johnson, Ed.,* New York: Harper and Brothers, 1960, pp. XV — 740,, $12.00.

In its study of the human body in motion, physical education draws heavily upon the research findings of a variety of disciplines. Scattered throughout the literature of anthropology, physiology, chemistry, psychology, sociology, and medicine (to name but a few), lies a vast store of knowledge pertinent to exercise and sports. The problem for the professional physical educator has been how to obtain it.

This book provides an analysis of the status of knowledge related to exercise and sports. It is the first such technical symposium to be made available. Forty-two leading researchers have collaborated in a work, not intended to praise exercise and sports, but to present honest statements as to their effects on the human organism.

The book is divided into six parts covering these aspects of exercise and sports: I — Structural and Mechanical; II — Physiological; III — Maturing and Aging; IV — Psychological; V — Cultural and

Historical; and VI — Therapeutic. Each chapter in each part contains a summary, a critical analysis of findings and a complete reference of the research reported.

No reference work could be more welcome to the professional library of CAHPER members. This is particularly true for the Canadian physical educator, as he stands on the threshold of an era of closer cooperation than ever before with the medical scientists of this country.

**Reviewed by Prof. W. J. L'Heureux, University of Western Ontario.**

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## EQUIPMENT AND SUPPLIES FOR ATHLETICS, PHYSICAL EDUCATION AND RECREATION

The Athletic Institute, Room 805 Merchandise Mart, Chicago 54, Illinois; or the AAHPER, 1201-16th St. N.W., Washington 6, D.C.

Many people have been asking for a practical guide to sound practice in the purchase and use of equipment and supplies for programs in athletics, physical education, and recreation.

In response, The Athletic Institute and the American Association for Health, Physical Education, and Recreation have just released the manual, *Equipment and Supplies for Athletics, Physical Education, and Recreation.* Suggestions given are designed to achieve the greatest possible participation and generally to improve programs.

The manual may be used as a textbook for such courses as organization and administration and planning of facilities and equipment. An indispensable reference for professional preparation courses, it is essential to the professional library of specialists in physical activities, school and recreation administrators, coaches, planning consultants, purchasing agents, and manufacturers of equipment and supplies. Many practical ideas are given for carrying out necessary procedures, including specific forms and records.

Material for this new basic reference was developed in a national workshop by men and women leaders in the specialty fields, by designers and manufacturers of equipment and supplies, and by school administrators, representatives of state departments of education, and other special consultants.


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## ACTIVE ALERTED POSTURE

*W. E. Tucker, C.V.O., M.B.E., T.D., B.Ch., F.R.C.C.;* E. & S. Livingstone, Ltd., Edinburgh and London; 1960; 64 pages.

Dr. Tucker's timely monograph on posture — its nature, its varieties and its implications, simply stated and well illustrated, takes recent research into consideration and includes selected bibliographies. Although addressed to the medical profession, this book is equally important for physical educators, coaches and trainers. He predicts that "in the near future the athletic world will align itself with the modern trend by developing muscular efficiency still more intensively".

In describing the "inactive, slumping postures" Dr. Tucker debunks the popular concept that a relaxed posture is a slumping one, sitting, standing, lying, or on the move, and indicates that relaxed postures and movements are in fact dynamic "active alerted" postures at their efficient best, functioning almost as natural reflexes.

In reviewing postural problems associated with stress and strain, he draws attention to modifications in earlier concepts of ligament functioning, to the reasons why active alerted posture must be developed in early childhood, to how injuries in industry and sport can be reduced by ensuing more efficient and precise action, and to the contribution dynamic posture can make in retarding tissue degeneration and osteoarthritis in later life.

**Reviewed by Doris W. Plewes, Ed.D., F.A.C.S.M.**

### MARKSMANSHIP FOR YOUNG SHOOTERS

American Association for Health, Physical Education, and Recreation, a department of the National Education Association. Washington 6, D.C.: the Association, 1201 16th St., N.W. 1960. 25 p. $1.

As technology decreases the number of hours Americans must work to support themselves, the problem of increased leisure time takes on new significance.

This is a two-sided problem. Citizens who do nothing in their spare time must be educated to recreation and the outdoors, while the increasing thousands who get out for hunting, fishing, boating, etc., must be taught to participate safely for the protection of their own and other lives.

The American Association for Health, Physical Education, and Recreation, which is vitally concerned with this problem, has published five books over the past three years in its "Outdoor Education Series." The newest in the series, *Marksmanship for Young Shooters*, a 25-page booklet just released tackles the gun safety problem at the elementary school level.

Assuming that 8 million children own air rifles, and that many of them will be firearm owners as adults, a need exists to teach them immediately how to handle guns correctly instead of permitting them to receive their education vicariously through television and the comics.

*Marksmanship for Young Shooters*, which deals specifically with the air rifle as an instructional tool, provides information not only on the basic principles of gun handling and marksmanship, but also gives considerable information on how such training and related programs can be worked into the elementary school curriculum.


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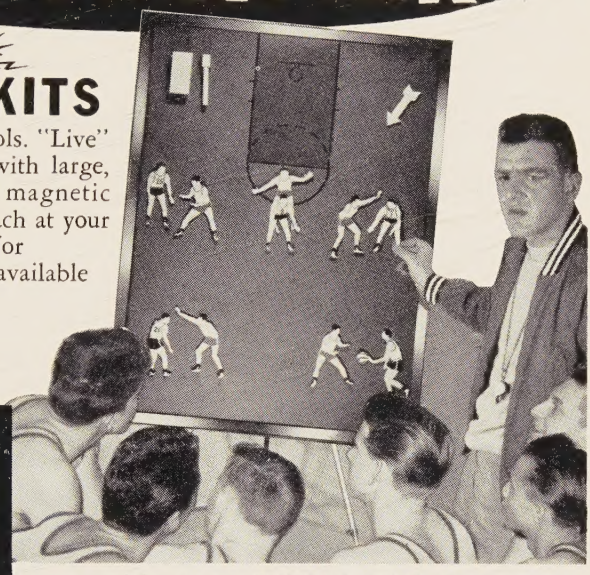

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